

partnerships with urban districts; while in Chapter 12 Gail Schneider, another of Wayne's colleagues describes their study of leadership in urban districts investigating the issues of capacity building, recruitment, induction, mentoring and sustainability of school leaders and investigating leadership succession policies, strategies and practices (p. 216).

As a Scholar of leadership in education, I found this a fascinating book, as both the editors and the authors illuminate Wayne's distinctive intellectual identity and research heritage, which together with the writings and scholarship of Wayne's former students and colleagues of Wayne over the last 50 years have helped to reinforce the status of EA as a field of research that informs school practice, across contextual and international arenas.

The book is highly recommended for the scholars of EA and leadership. It can serve as an instructive guidebook for teachers who aspire to lead and school leaders who seek to promote high quality and effective schools, to reinforce the validity of their field work with strong relevant theory based on the constructs developed by Wayne and his colleagues, such as "trust", "academic optimism", "faculty cohesion", with their obvious significance for student success. It is especially important to be aware of the significance of these constructs in an era of educational reform and decentralization of authorities from governments, which impose additional accountability on school principals. It provides useful knowledge that can inform leadership preparation programs and should generate new thinking about leadership.

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## About the reviewer

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## Professional Development: What Works

*Edited by Zepeda Sally J. and Kruse B. Chase*

2nd ed.

**Keywords** Professional development

**Review DOI** 10.1108/IJEM-10-2012-0112

The second edition of *Professional Development: What Works* was described by Joellen Killion, the Deputy Executive Director of Learning Forward, as a sort of "cook book" for administrators, school leaders, and any educator willing to more fully understand the role of professional development in schools (p. xx). Sally J. Zepeda, with the help of many professionals in the education field, has created a useful tool for educators by compiling pertinent research, theory, and tools for practice. With the mantra "Student learning depends on teacher learning," Zepeda has created a sort of road map with various paths to successful educational professional development. Any educator reading this book will gain a full understanding of what professional development is and is not, why professional development

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matters, what the most successful ways to implement professional development are, and how effective professional development can dramatically change a school for the better.

Zepeda has divided her book of 14 chapters into four sections: an introduction, two major halves with separate purposes, and a conclusion. The introduction to the book provides a much-needed insight into the reasons professional development is important and who in a school system is responsible for effective professional development. The first six chapters are set up to serve as a guide for understanding the “how-tos” of professional development (p. xxi). How to find the time, how to plan it effectively, how to support teachers throughout continual professional development, and how to evaluate and assess the efforts of professional development are all covered throughout these first chapters. The second half of the book, Chapters 7-13, focus on exploring various forms of professional development that complement the various needs of adult learners. Finally, the 14th chapter serves as a conclusion providing perspective on the ever-increasing need for effective professional development.

In the introduction, Zepeda emphasizes that every day is an opportunity to grow professionally, which harkens back to the important point that if teachers are not learning, student learning suffers. If schools are to promote student learning, teachers must learn on a continual basis themselves. And as Zepeda informs throughout the introduction, teacher/adult learning is only possible if there is a trusting, inclusive environment. According to Zepeda, the principal is responsible for initiating this inclusivity, acting as a “point of convergence for all the school is and does,” (p. xxi) but it is upon all members of the school community to continue to foster that collaboration and learning. Once Zepeda sets the stage with a purpose and direction she provides research-supported methods for supporting adult learners on a continual basis.

In the first chapter of the book, Zepeda begins to lay out the “how to” (pp. 35-45) work previously mentioned by exploring what it takes to “bring out the best in teachers,” highlighting them as professionals and exploring research to find the most promising methods. As she mentions in the introduction of the book, this relies heavily on a supportive setting. Zepeda clarifies that adults learn best when they are in smaller groups, there is mutual respect and collaboration, and their voice is heard. She also emphasizes the importance of setting feasible goals that are based in data and providing a purpose to those adult learners. This data also serves as a way to evaluate and assess the professional development, which is the subject of chapter two. Zepeda clearly defines what it means to evaluate and assess a program of professional development and clarifies how schools should utilize the data obtained through evaluation and with whom it should be shared.

Chapters 3 and 4 begin to frame how to best foster adult learning and how to best plan for professional development, identify needs, and connect professional development to the classroom. Zepeda emphasizes the need for adults to be self-directed as they are learning as well as have a clear purpose throughout. With regard to professional development, this purpose should always be student learning. In Chapter 4, she highlights the six principles of professional development offered by Little as a strategy to improve student learning. The role of effective professional development is established by these six principles, offering meaningful engagement with ideas and preparing teachers, offering support, taking account of context and placing classroom in larger context, and ensuring a balance of the interests of the individual and of the institution (p. 65). Once setting up professional development as a reform effort, Zepeda explores the various stages of planning, identifying needs, and connecting professional development to the classroom. Chapters 5 and 6 explore in-depth supportive learning communities and job-embedded professional development pulling from research to support their success. She explains that the inclusive and collaborative nature of learning communities allows them to be effective agents of positive change. The “every-day” nature of job-embedded professional development creates relevance to teachers, not to mention the continued focus on the purpose of student learning. Zepeda supports her

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points with research explaining various methods of carrying out this professional development effectively.

To begin the second major half of the book, Zepeda highlights coaching. As mentioned, this half of the book is focused on providing specific forms of professional development to complement adult learning. Chapter 7 explores the variety of ways to coach adults in various contents and styles. Zepeda looks to Kise to tie coaching into professional development with several key elements like bringing a framework for unbiased reflection, respecting and meeting the needs of teachers while influencing them to push themselves to success (p. 144). Chapters 8-11 highlight various collaborative professional development activities that enable teachers to build trusting relationships that will enable them to learn and help their students learn. Zepeda explains various sources supporting the belief that professional learning communities (effective collaboration) truly effect school change. Chapter 12 introduces a promising model of professional development, action research. Zepeda describes this model as “inquiry or research in the context of focused efforts to improve the quality of an organization and its performance” (p. 246). Chapter 13 discusses the value of portfolios and peer-to-peer coaching; Zepeda explores portfolios as a way for adult learners to holistically chronicle their growth. Over all, the second half of *Professional Development: What Works*, provides many tools that could supplement and improve any schools professional development.

The final chapter, as mentioned, gives us perspective on why educators need effective professional development. As Zepeda explains, “To be effective, professional development must be systemic and embedded in the work that teachers and other personnel conduct on a daily basis” (p. 285). This book would help push any professional development work to a more effective level and in turn student learning. Again, “student learning depends on teacher learning.”

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